



K-8 SCHOOL WIDE ARTS FOCUS

Foothills Fine Arts Academy
Peoria Unified School District



FEELING OLD YET?



YEP!



ROBERT BENSON

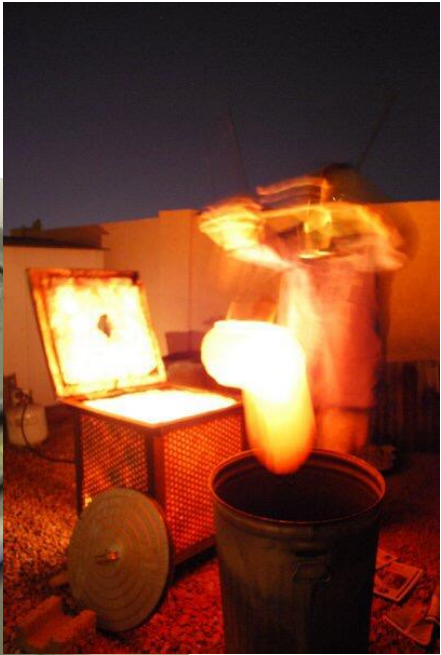
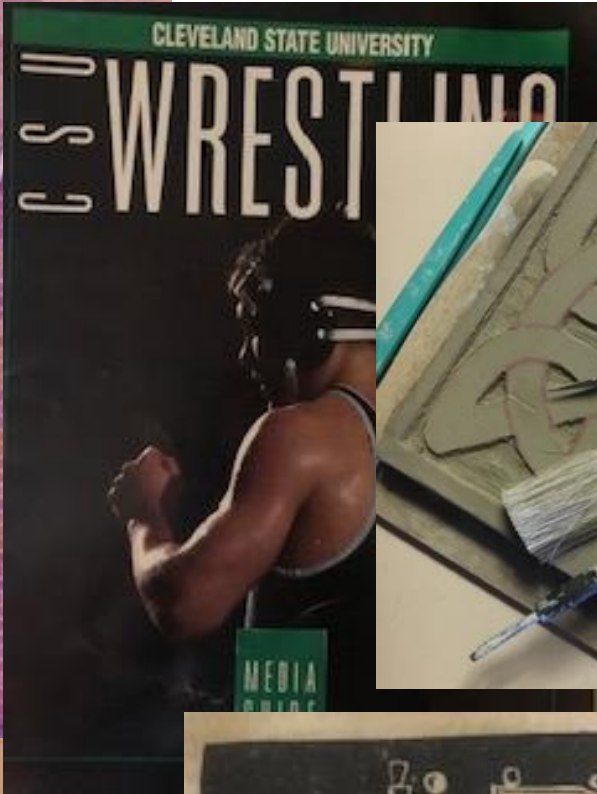
- **Education:**

- Undergraduate B.A. Art at -Cleveland State University (87-92)
- Masters in Administration/Supervision-ASU-2003
- Doctorate in Educational Leadership- Focus on Policy and Innovation-ASU-2011

- **27th year in public education:**

- Taught 1 year of Elementary art in Prendergast District.
- 13 years of ceramics at Ironwood High School.
- 1 year as a curriculum and instructional specialist for the visual arts.
- 6 years as the Director of Arts Education.
- Starting my 7th year as principal at Foothills.





ADVOCATE

Past Positions

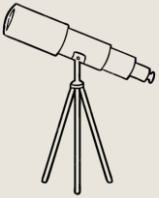
- President- Arizona Alliance for Arts Education.
- Partner- Kennedy Center for Performing Arts Partners in Education.
- Member of the Arizona Citizens for the Arts.
- Chair- City of Peoria Arts Commission.
- Many State and Civic committees



AGENDA



School Structure



Educational Perspectives



Arts Learning Examples



Potential Hurdles

Reasons why a PK-8 School



“ASSIGNMENT”



THE SCHOOL STRUCTURE





SCHOOL STRUCTURE



SCHOOL STRUCTURE

PEORIA UNIFIED SCHOOL DISTRICT

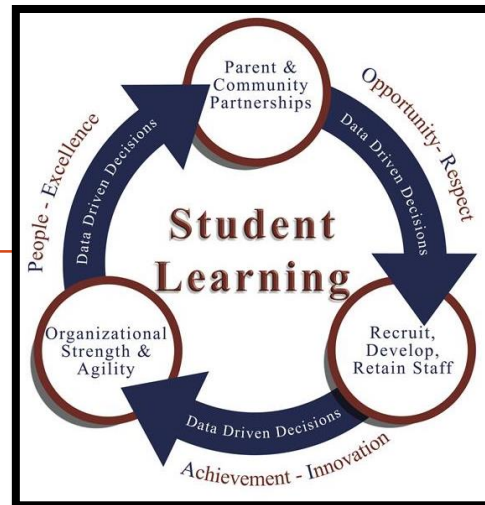
Every Student,
Every Day,
Prepared to
Shape
Tomorrow.

PUSD SIGNATURE SCHOOL

FOOTHILLS

Unified – Not
Uniform

Artful
Teaching-
Artful
Learning



SCHOOL STRUCTURE

PEORIA UNIFIED SCHOOL DISTRICT

- **Pre K-8**
- **Title I**
- **Curriculum Frameworks**
- **Assessment System**

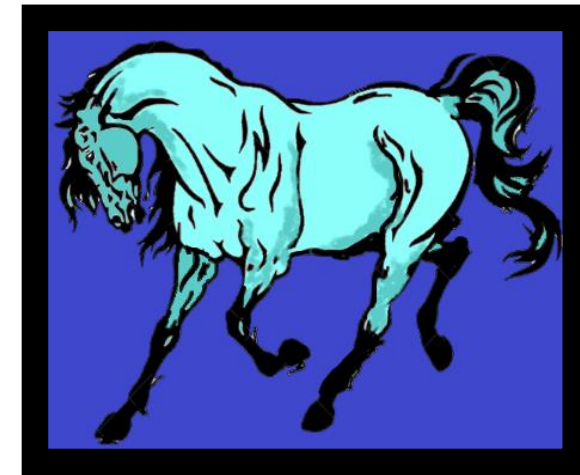
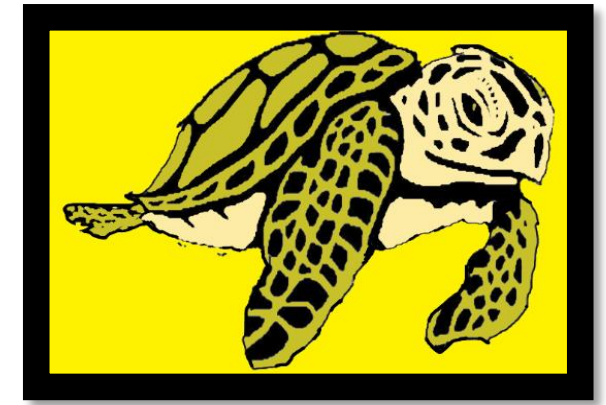


- **Initiatives**



SCHOOL STRUCTURE

Welcome to Our HOUSE



SCHOOL STRUCTURE



The word **studio** means "study" and/or "zeal" (diligence). It is a space where artists do their work and through their work, they are also **learning**. At Foothills all classrooms are "studios".

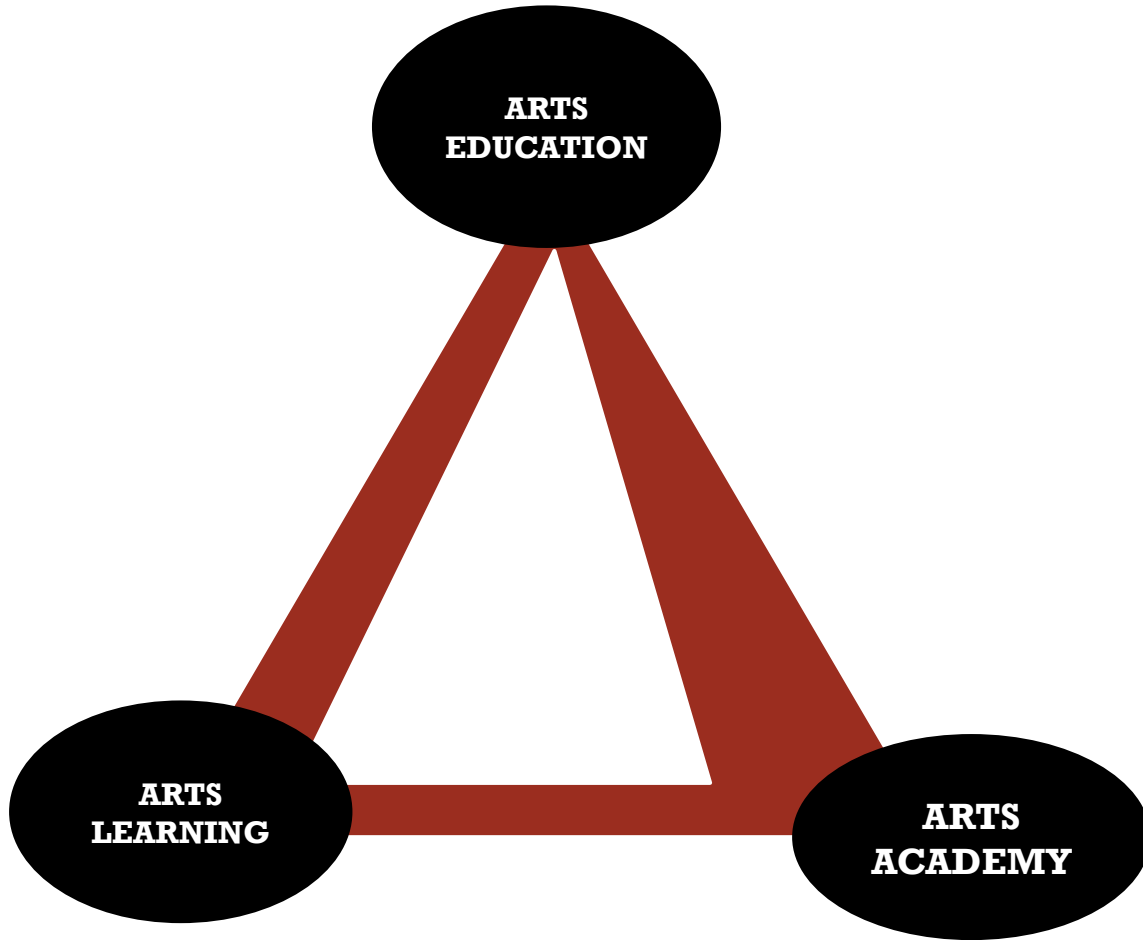
Studio Habits of Mind

- Engaging and Persisting
- Stretching and Exploring
- Reflecting
- Expressing
- Developing Craft
- Observing
- Understanding Community
- Envisioning





SCHOOL STRUCTURE



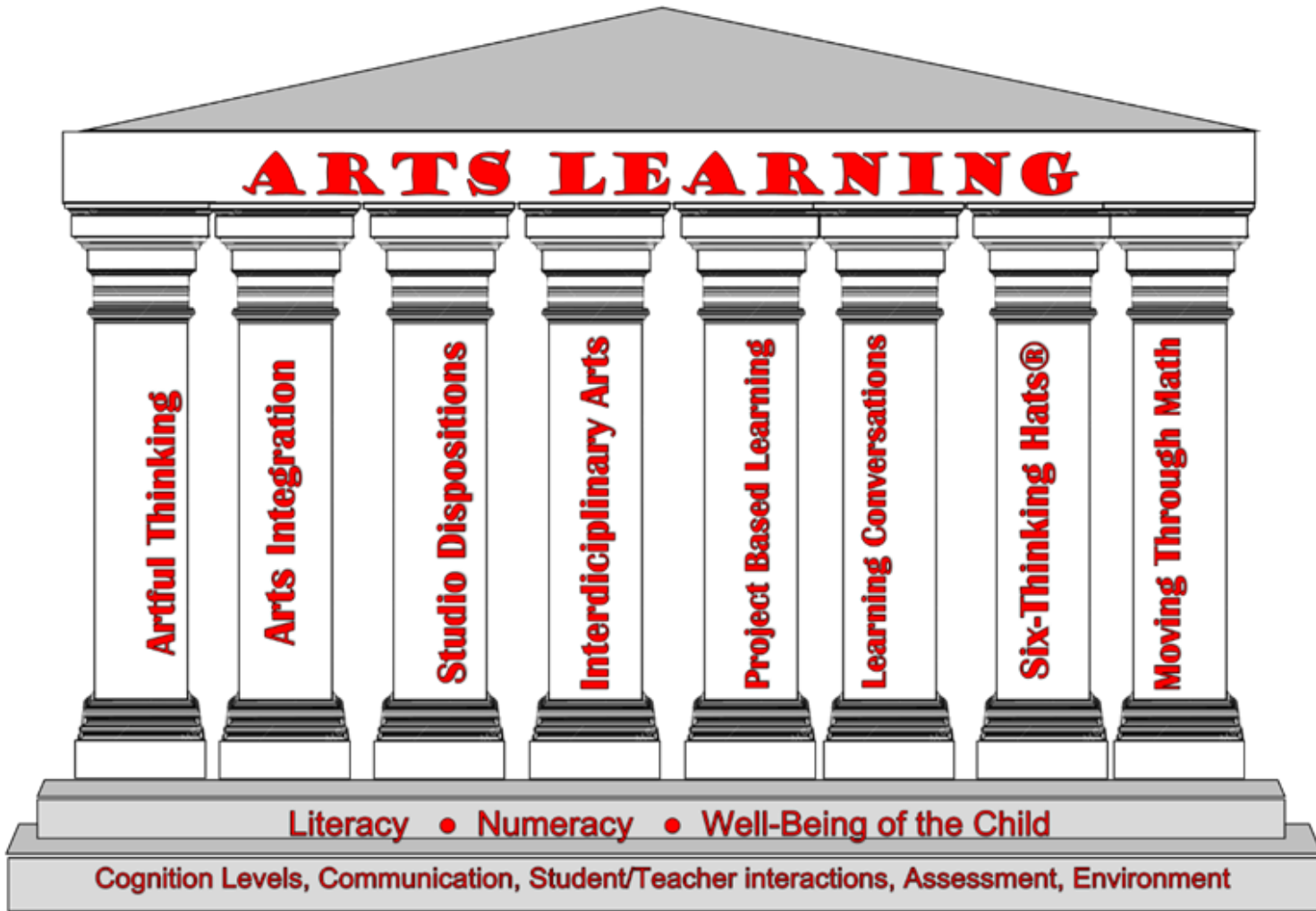
Arts education programs are where students are learning about the arts through a developmentally appropriate application of State Arts Standards. Taught by certified arts educators. Students are developing artistic literacies. K-4 (Some Junior High)

Arts Academy is a studio based program that develops the skills of students who have the propensity to grow in ONE art form. Taught by certified arts educators. Students develop deeper skills and are able to use these skills in focused creative expressions. 5-8 (Students Screen)

Arts Learning is the utilization of arts based instructional strategies. These are implemented by the classroom teacher. (K-8)



SCHOOL STRUCTURE



This model has pillars of what we (teachers & administration) decide is “arts learning”... strategies that add to the mission/vision and shared values and beliefs of the school in regards to instruction, curriculum, and assessment.



SCHOOL STRUCTURE

an **APPROACH**
to **TEACHING** in which
students construct and demonstrate
UNDERSTANDING
through an
ART FORM.

Students engage in a
CREATIVE PROCESS
which **CONNECTS**
an art form and another subject
area
and meets
EVOLVING OBJECTIVES
in both.

Arts Integration



SCHOOL STRUCTURE

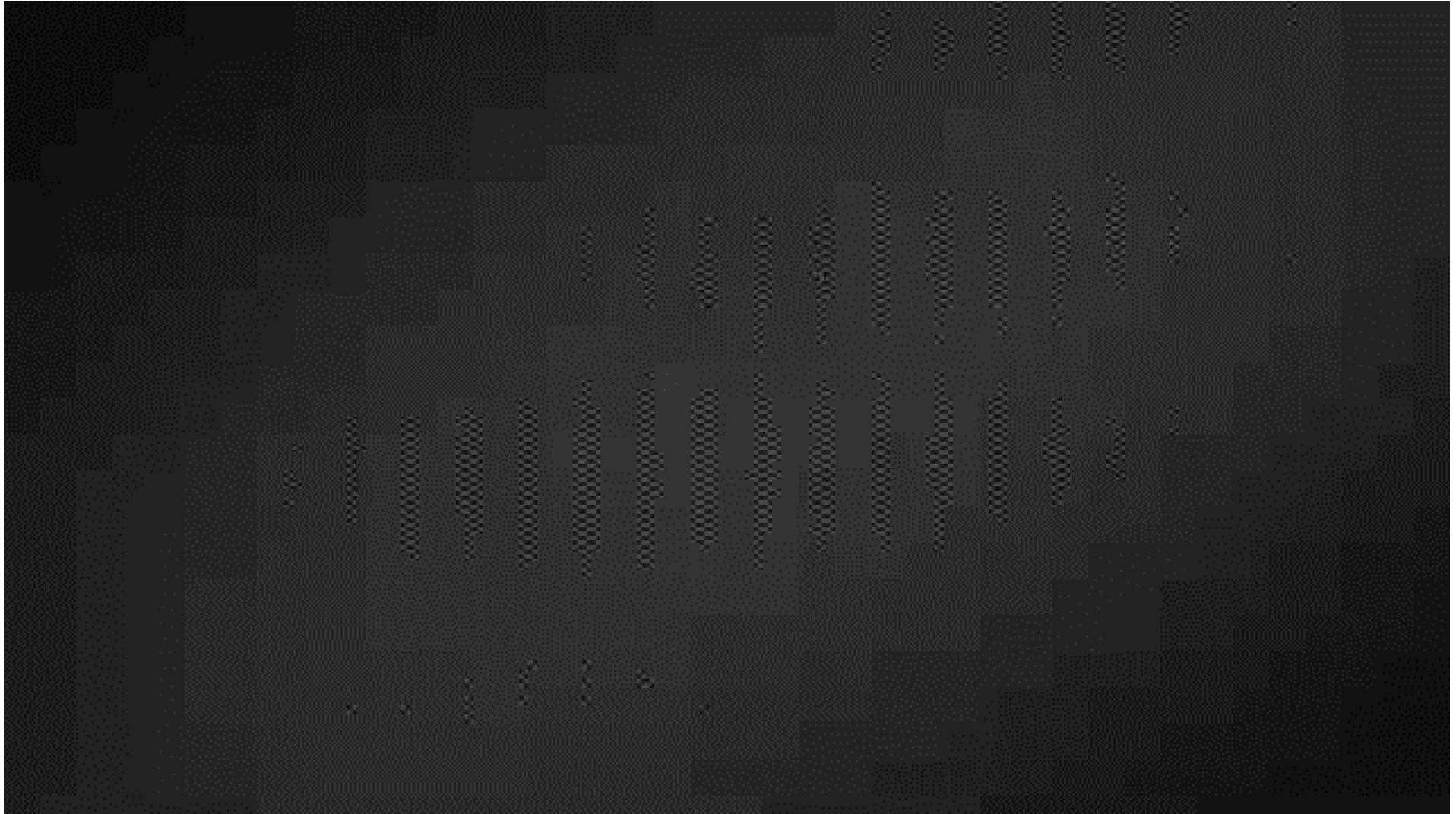
In school Teaching Artist residencies that include observation, reflections, and team teaching.



Professional development workshops for teachers.



SCHOOL STRUCTURE



SCHOOL STRUCTURE

MAKER SPACE



Foothills Fine Arts Academy Creative Recycling

15808 N. 53rd Ave. Glendale, AZ 85306



This school has a mission of "Artful Teaching, Artful Learning". Within this statement, among many creative things, we strive to develop a program where kids are building products to demonstrate their understanding of what they are learning. In schools, we call this Project/Problem Based Learning (PBL).

In an effort to implement PBL on a regular basis, we desire to utilize as many recycled/repurposed materials that we can get our hands on. We are looking for a variety of materials, specifically, they are listed below.

- Tin cans - many sizes - careful of sharp edges! No soda cans, please.
- PVC Pipe scraps... clean... any connectors would be great.
- Egg cartons - paper or foam
- Plastic milk jugs - VERY CLEAN and DRY
- Plastic bottles or containers with removable tops (like empty aspirin bottles, coffee cans, water bottles, juice bottles, etc.). Please include the tops. DRY so they don't ruin other materials.
- Cardboard tubes - paper towel, gift wrapping, plastic wrap, rug and toilet paper tubes.
- Small Cardboard Boxes - cereal boxes (you can breakdown adhesive and flatten them), shoe boxes, Pringles tubes, etc.



THIS IS ALL WE NEED RIGHT NOW! PLEASE DO NOT PROVIDE US WITH THINGS WE CAN'T USE. We may ask for different things in the future. We appreciate our communities help! We hope this program works for our creative students!

PLEASE make it safe, clean, and dry.

PLEASE BRING ITEMS IN RE-USED GROCERY BAGS TO THE LABELED RECYCLING CANS THAT WILL BE BY THE CAFETERIA.

CLICK HERE FOR DROP OFF DATES

If you have questions, please call 623-412-8626



SCHOOL STRUCTURE

MAKER SPACE



SCHOOL STRUCTURE



SCHOOL STRUCTURE



Principal Benson's Warning:
We Burn Notes, Not Our Throats.
Never, Ever, Ever, Smoke!



SCHOOL STRUCTURE

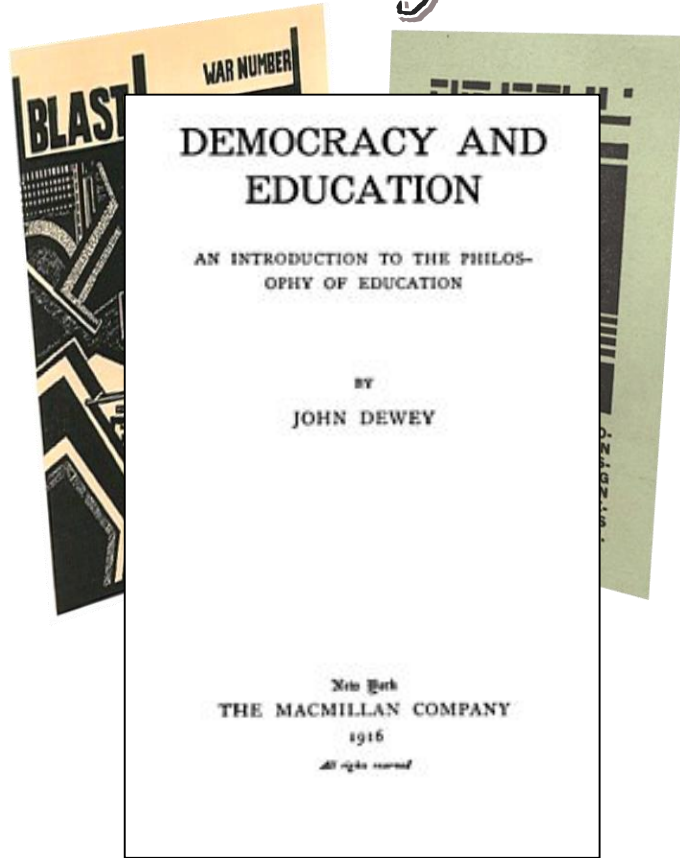
Best Practices

- **More experiential, inductive, hands-on-learning.**
 - **More emphasis on higher level thinking**
 - **More responsibilities and choice for students**
 - **More cooperative, collaborative activity.**
 - **More coaching, demonstrating, and modeling as teacher roles.**
-
- **Less whole-class, teacher directed instruction.**
 - **Less student passivity: sitting, listening, and receiving.**
 - **Less time for worksheets, workbooks, and seatwork.**
 - **Less time spent reading textbooks, basal readers.**
 - **Less memorization of facts and details.**
 - **Less emphasis on competition and grades**



SCHOOL STRUCTURE

Manifesto



(FOOTHILLS FINE ARTS ACADEMY)

shaping the future by
developing
OPTIMISTIC students
who are **CREATIVE** &

PERSISTENT, and who will **EXPLORE** their own
potential & **DREAM** of solutions to create
a better world.

♥ We **RESPECT** each
other and recognize each other's contributions
with an **OPEN MIND** and **PRAISE**. ♥ We make a
COMMITMENT with individual **CONTRIBUTIONS**
and understand how they affect the entire
family ♥ We value our **TRADITIONS** and desire to
maintain them ♥ We understand the value of
RELATIONSHIPS and spend time with each other
to make them **STRONGER** ♥ We are **HELPFUL**
and not hurtful to each other ♥ We demonstrate
a deep sense of **EMPATHY** for each other ♥ We
recognize challenges and **WORK TOGETHER** to
solve them.

ARTFUL TEACHING ARTFUL LEARNING

FAMILY

QUALITY

community

QUALITY

assessment

QUALITY

instruction

QUALITY

environment

- ARTS & ARTS LEARNING
- WELCOME TO OUR HOUSE
- RISK TAKING
- S.O.A.R
- STUDIO CLASSROOM
- DIVERSITY
- IMPROVEMENTS
- INITIATIVES
- SAFETY
- P.U.S.D
- INITIATIVES
- LITERACY, NUMERACY, WELL-BEING OF THE CHILD
- SHARED VALUES & BELIEFS



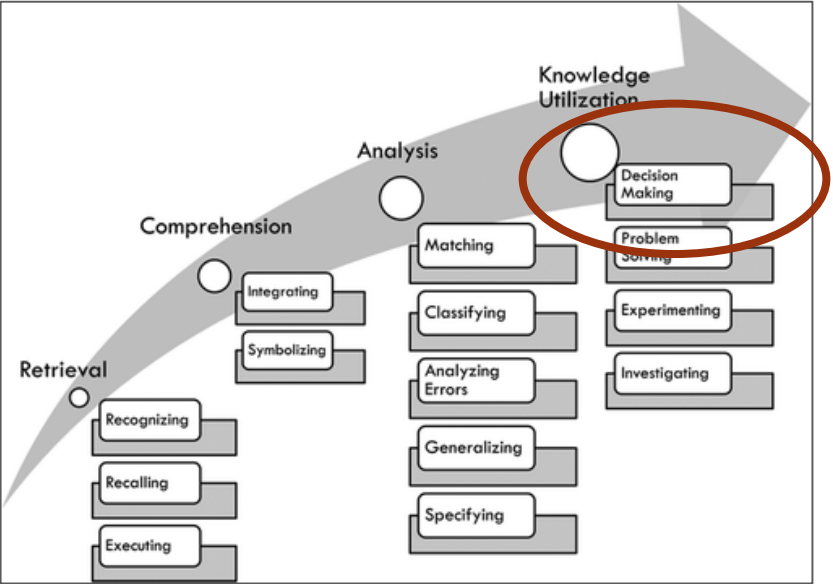
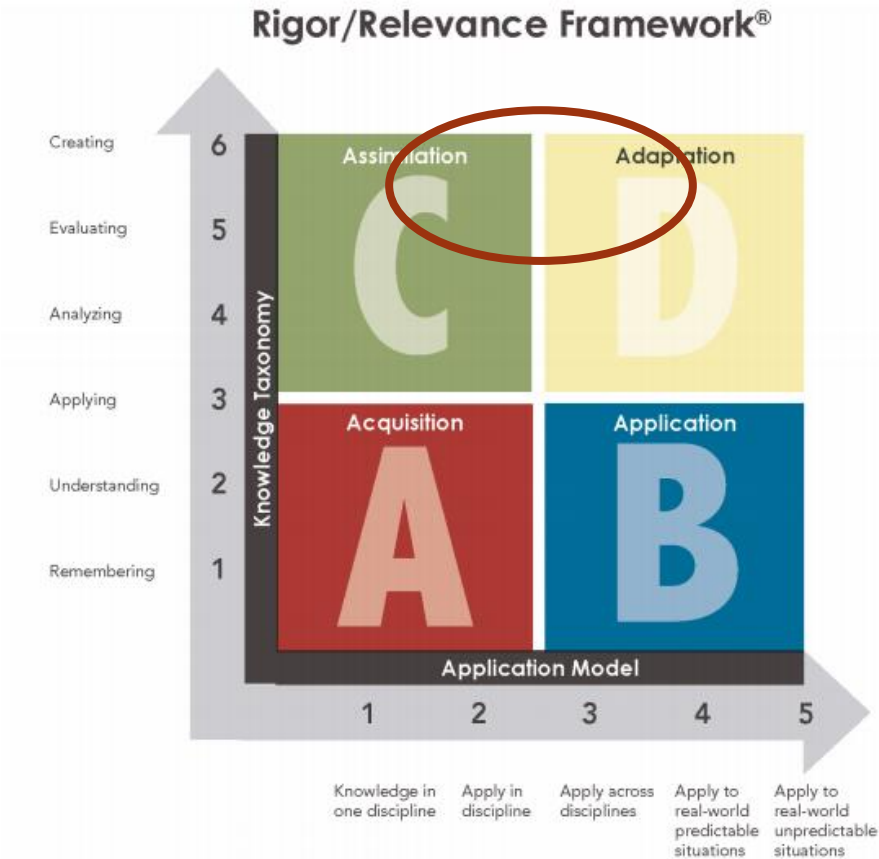
EDUCATIONAL PERSPECTIVE



Educational Perspective

Quality Instruction

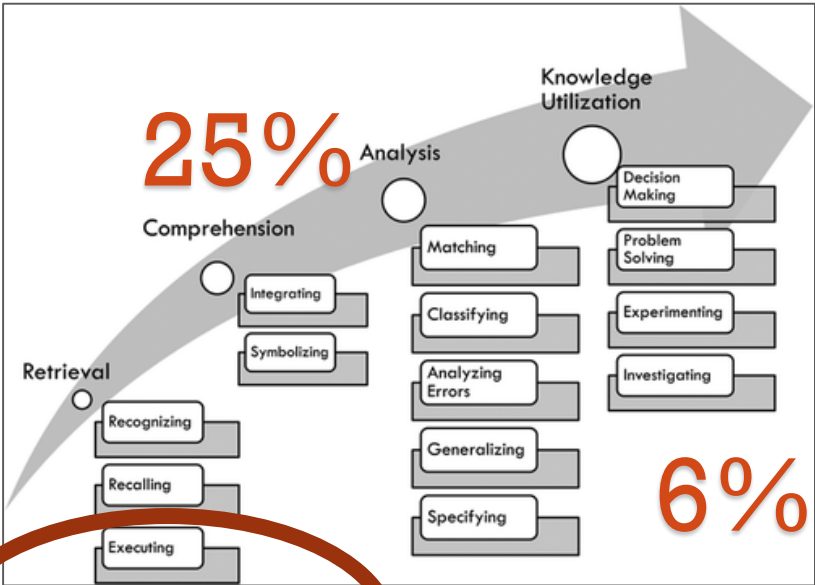
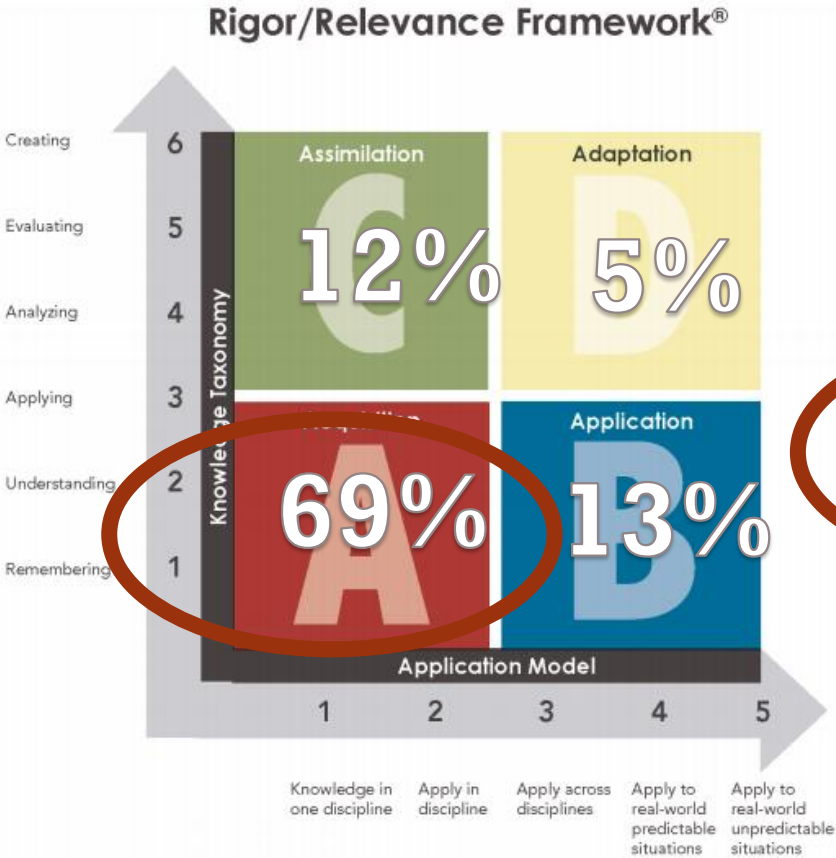
Instructional Practices Inventory	
Student/Teacher Interaction	
Painter and Valentine	
Student-Engaged Instruction	Active Engaged Learning Students are engaged in higher-order learning. Common examples include authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstrations, and research. Students are constructing knowledge at utilization or analysis levels.
	Student Learning Conversations Students are engaged in active conversations that construct knowledge. Conversations may have been teacher stimulated but are not teacher dominated. Higher order thinking is evident. Students are constructing knowledge at utilization or analysis levels.
Teacher-Directed Instruction	Teacher-Led Instruction Students are attentive to teacher-led learning experiences such as lecture, question and answer, teacher giving directions, and video instruction with teacher interaction. Discussion may occur, but instruction and ideas come primarily from the teacher.
	Student Work/Teacher Engaged Students are doing seatwork, working on worksheets, book work, tests, video with teacher viewing the video with the students, etc. Teacher assistance or support is evident.
Disengagement	Student Work/Teacher Disengaged Students are doing seatwork, working on worksheets, book work, tests, video without teacher support, etc. Teacher assistance or support is not evident.
	Total Disengagement Teacher and students are not engaged in learning directly related to the curriculum.



Educational Perspective

Quality Instruction

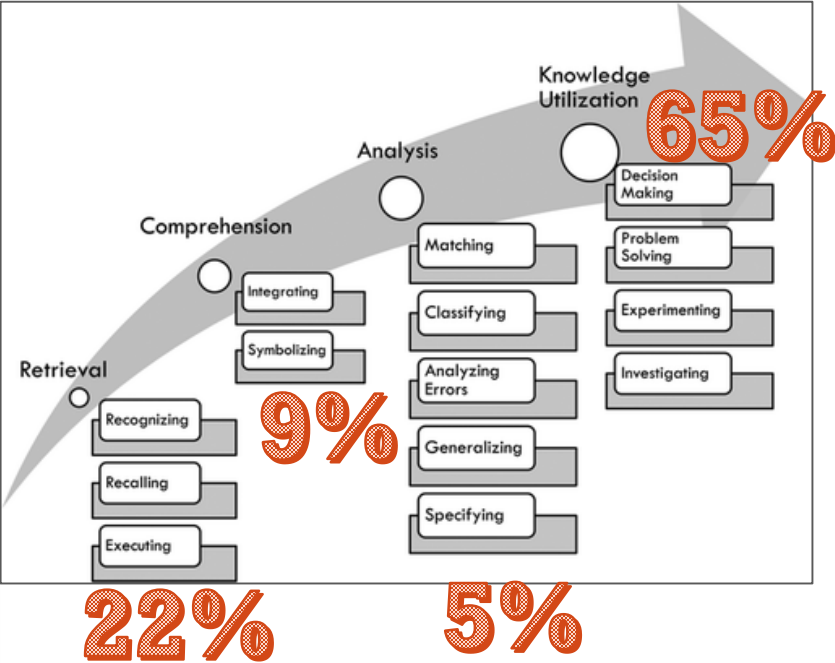
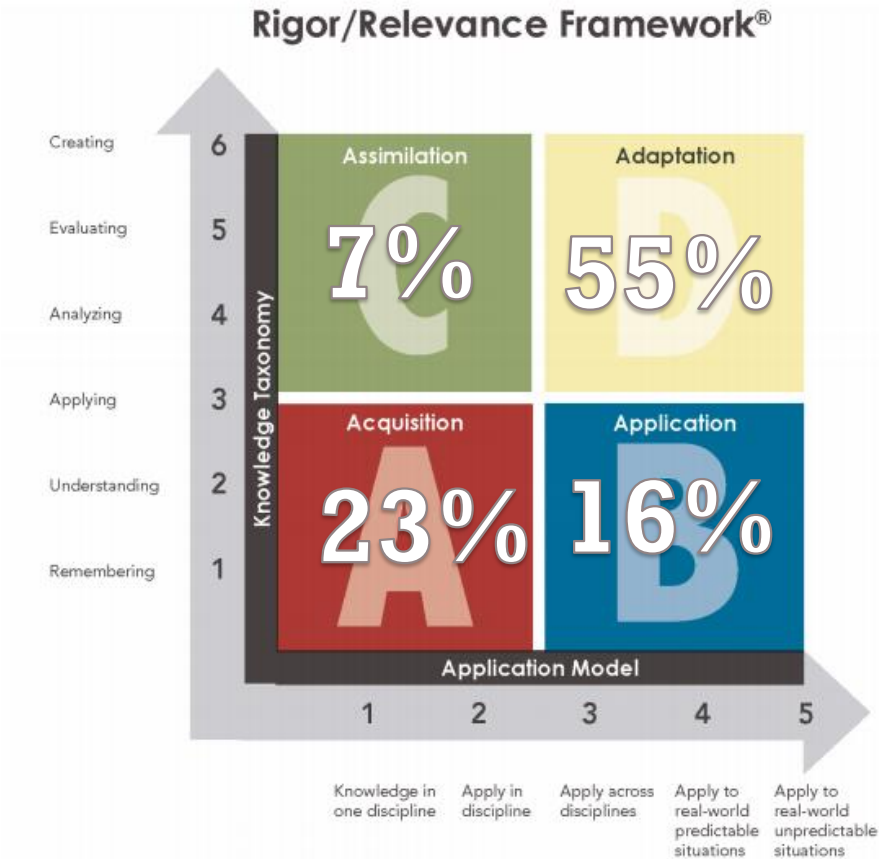
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Teacher-Directed Instruction	<p>Teacher-Led Instruction</p> <p>Students receive teacher-directed learning experiences such as lecture, demonstration, teacher giving directions, and video instruction with teacher intervention. Discussion may occur, but instruction and ideas come primarily from the teacher.</p> <p>Student Work/Teacher Engaged</p> <p>Students are doing seatwork, working on worksheets, book work, tests, video without teacher support. Teacher assistance or support is not evident.</p>
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Educational Perspective

Quality Instruction

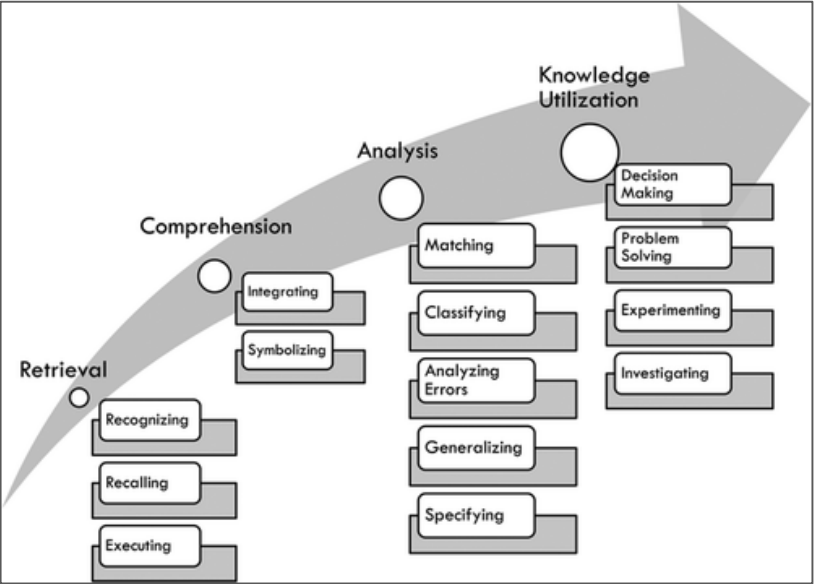
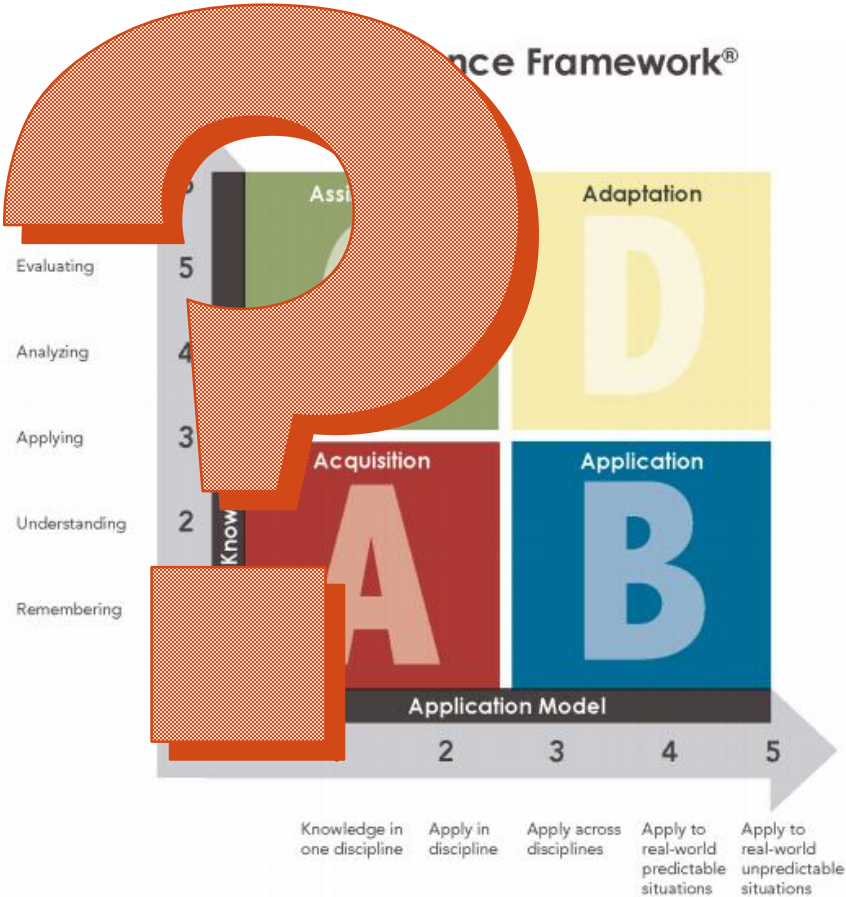
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Student/Teacher Interaction	
Painter and Valentine	
Student-Engaged Instruction	Active Engaged Learning Students are actively engaged in learning. Common examples include authentic tasks, collaborative learning, hands-on learning, problem-based learning, inquiry, and research. Students are constructing knowledge at utilization or analysis levels.
	Student Learning Conversations Students are engaged in conversations that construct knowledge. Conversations may have been teacher-stimulated but are not teacher dominated. Higher order thinking is evident. Students are constructing knowledge at utilization or analysis levels.
Teacher-Directed Instruction	Teacher-Led Instruction Students are in passive learning experiences such as lecture, questioning, and following directions, and video instruction with no interaction. Discussion may occur, but instruction and ideas come primarily from the teacher.
	Student Work/Teacher Engaged Students are doing some work on worksheets, book work, tests, video with teacher support or the students, etc. Teacher assistance or support is evident.
Disengagement	Student Work/Teacher Disengaged Students are doing some work on worksheets, book work, tests, video without teacher support or teacher assistance or support is not evident.
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Educational Perspective

Quality Instruction

Instructional Practices Inventory	
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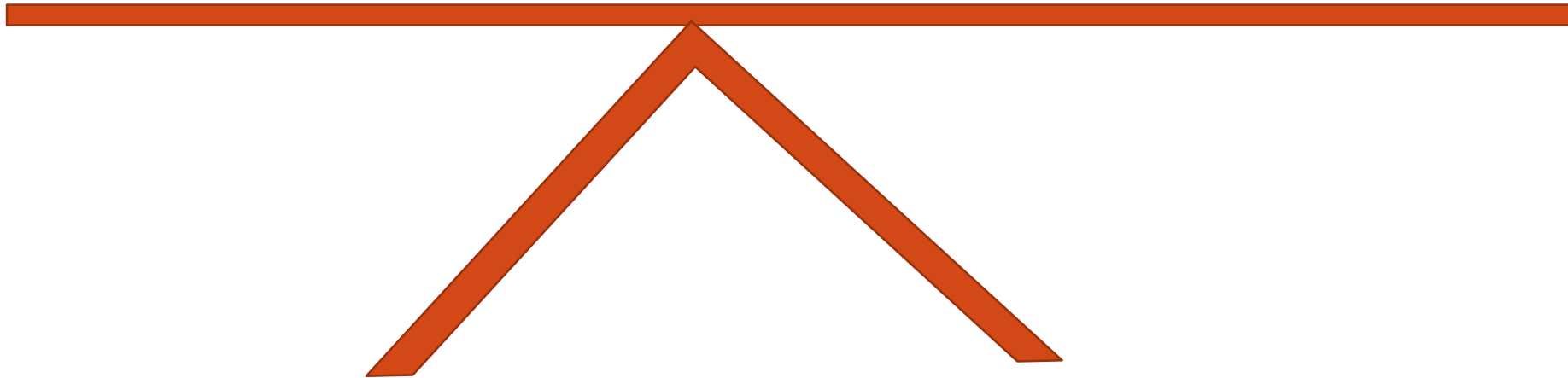


Educational Perspective

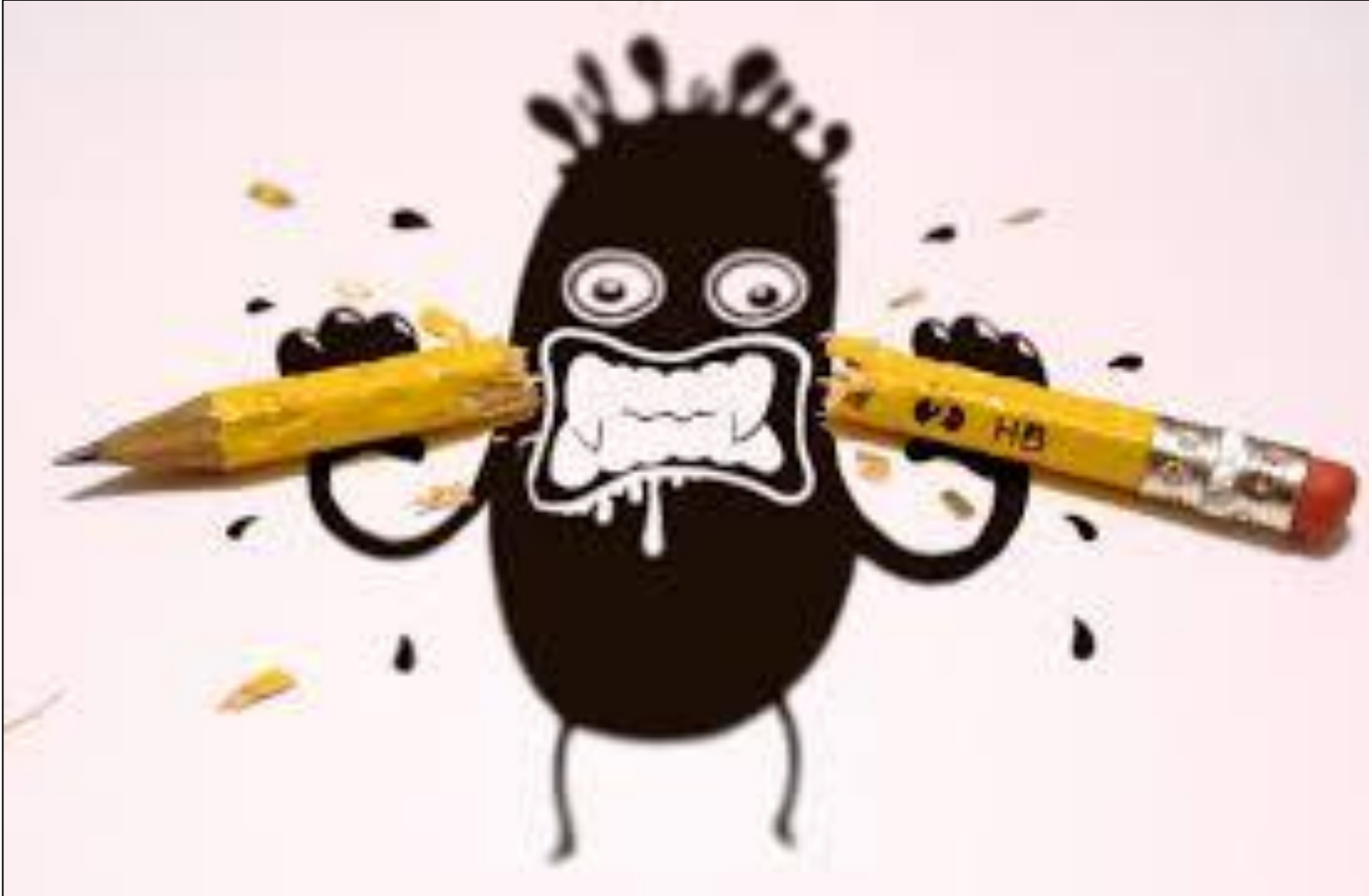
Teacher Understanding

ARTS

ACHIEVEMENT



Educational Perspective



- Deal with frustration
- Help change the mindset over time.
- Present ideas.
- Offer opportunities to change.
- Extinguish FEAR!
- Offer a new opportunity.



Educational Perspective

Evaluation

Component 3c. Engaging students in rigorous learning

Proficient	Excelling
<p>Students are intellectually engaged throughout the lesson in significant learning; activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. Teacher provides opportunities that require students to develop automaticity in skills that are necessary for subsequent, higher level learning, OR comprehend basic meaning of new information and demonstrate understanding verbally or non-linguistically, OR examine new knowledge in fine detail and as a result, form new conclusions, often through the completion of authentic, complex, real-world tasks; activities are primarily at the analysis and comprehension levels. Teacher often acts as facilitator and leads students in experiential, inductive, hands-on learning. Students are provided appropriate, aligned opportunities for guided and independent practice.</p>	<p>Students are highly intellectually engaged throughout the lesson in significant learning, and make meaningful contributions to the activities, student groupings, and materials. All students are engaged in work of a high level of rigor. Teacher provides opportunities that require complex analyses and new thinking to deepen understanding of previous knowledge, OR teacher requires students to complete authentic, complex real-world tasks in which they construct meaning through problem solving, decision-making, formulating and testing hypotheses, conducting inquiries, and/or developing and designing original products; there is evidence of deepening understanding and higher levels of expertise and transfer or learning; activities are mostly at the analysis and knowledge utilization levels. Teacher acts as facilitator and leads students in experiential, inductive, hands-on learning. Students are provided rigorous, appropriate, aligned opportunities for guided and independent practice.</p>



Educational Perspective

Evaluation

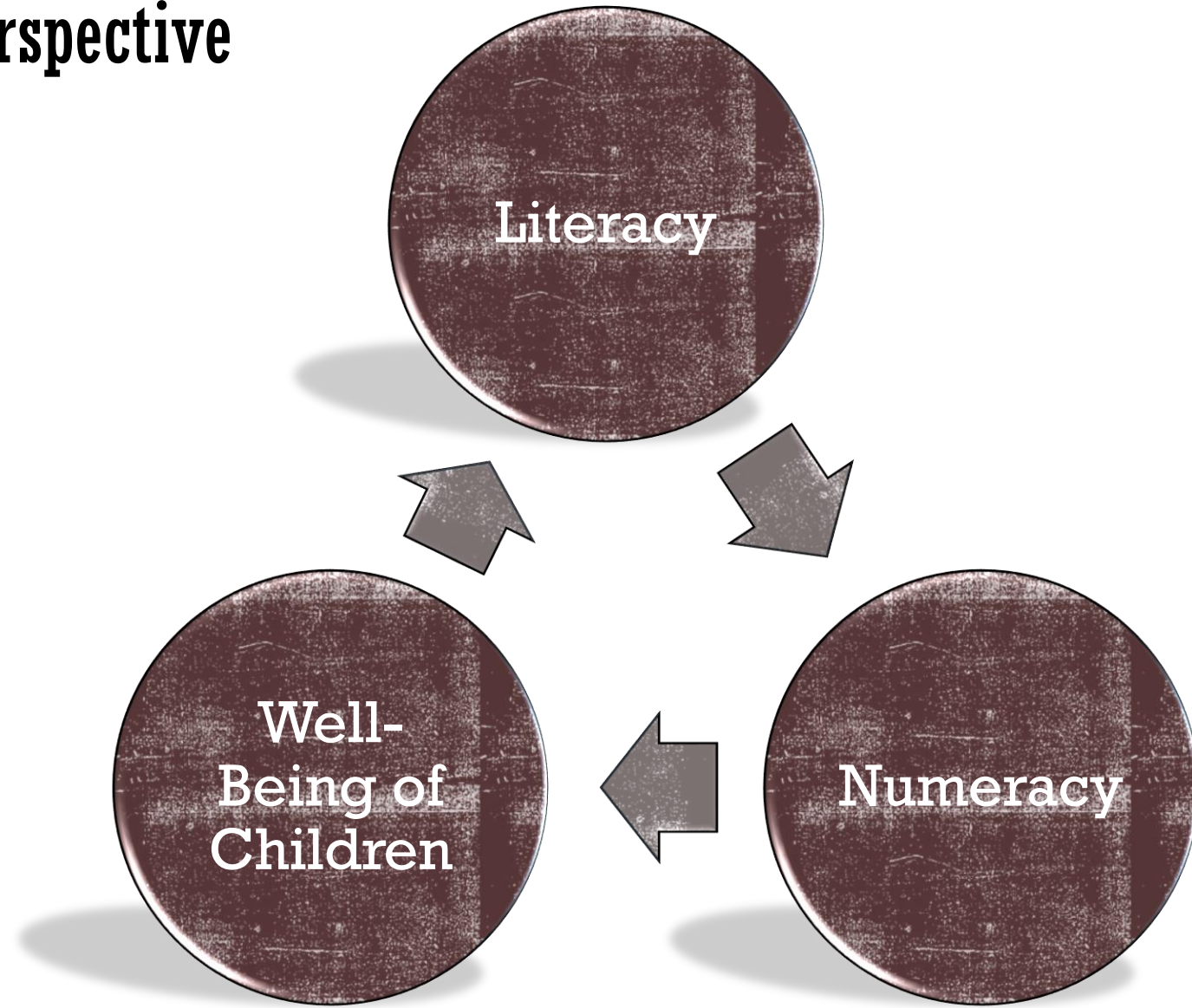
Component 2b. Establishing a culture for learning

Proficient	Excelling
The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance – for example, by initiating improvements to their work.

- **60%** of teachers reported that the use of arts integration has been a positive factor in their teacher evaluations.



Educational Perspective



Educational Perspective

What is Literacy?

- By typical definition- Text is “the written word”.
- In literary theory, a **text** is any object, movement or sound that can be "read," whether this “object” is a work of literature, a street sign, an arrangement of buildings on a city block, styles of clothing, works of art or musical scores.....
 -it is a coherent set of signs that transmits some kind of informative message.
 -its roots are in decoding and sense making.
 - Visual, technological, financial, kinesthetic, etc. are examples of “literacy” that have been researched.



Educational Perspective

Standards Based Education System = A different way to teach
Based on 45,000 words

STANDARDS

Critical Thinking

Analyze (73) Evaluate (22) Problem Solve (18) Determine Point of View (15) Compare/Contrast (12) Follow (11) Sequence (9) Solve (8) Draw (7) Sort (5)

Creative Thinking

Associate, Hypothesize, Generate, Demonstrate (35) Create (26) Produce (17) Develop (41) Form (12)

Complex Thinking

Challenge (2) Clarify (32) Find Central Idea (19) Determine (50) Research (33) Interpret (6) Find Theme (8)

Comprehensive Thinking

Verify (7) Determine Relevance (2) Infer Point of View (37) Understand (27) Read/Comprehend (20) Infer (10) Recount (9) Identify (8) Decode (6) Describe (2) Retell (5) Paraphrase (2)

Collaborative Thinking

Listen to Divergent Views, Apply Conflict Resolution Skills, Discuss with Civil Discourse, Collaborate (8) Pose Questions (3)

Communicative Thinking

Use Logic, Find Relevant Evidence, Use Technology Media (8), Write (31) Organize (17) Explain (11) Develop Projects (8) See Relationships (30) Present (12)

Cognitive Transfer

Generalize, Synthesize, Apply (14), Demonstrate (28) Reflect (3) Reflection (20) Summarize (7)



- Compare/Contrast
- Follow
- Sort
- Create
- Theme
- Determine
- Clarity
- Comprehend
- Understand
- Clarity
- Comprehend/Comprehension
- Opinion
- Decode
- Questions
- Discussions
- Listen
- Organize
- Write
- Media
- Technology
- Evidence
- Logical
- Apply
- Demonstrate
- Reflect



The word
“text” is used
135 times



Creative Questions

1. Why...?
2. What are the reasons...? What if...?
3. What if we knew...? What would change if...?
4. What is the purpose of...? How would it be different if... ? Suppose that...?



■ Example of specific Reading Standards

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RL.1)	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4.RL.1)	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.RL.1)



ARTS LEARNING EXAMPLES







EXAMPLE 1- SPEECH THERAPY

- Speech Therapist utilized visual thinking strategies into her therapy for students who have low levels of communication skills.
- She focused kids on portraits with gestures, clothing, facial expressions, setting, and focal point.
- She used three questions and one follow up. What do you see? What do you think about what you see? What do you wonder about what you see?
- When students commented on an observation, she would often state, “what makes you think that”..for more detail.
- The students showed on average a 60% growth in their work with the teacher. Some exceeded their IEP goals.

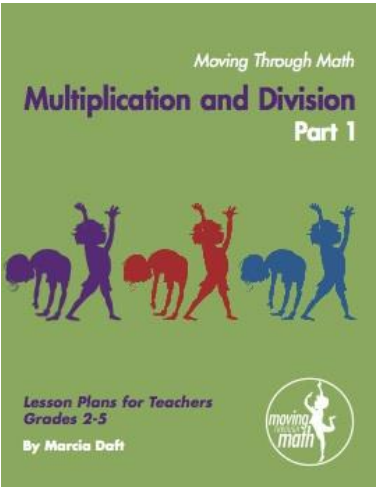
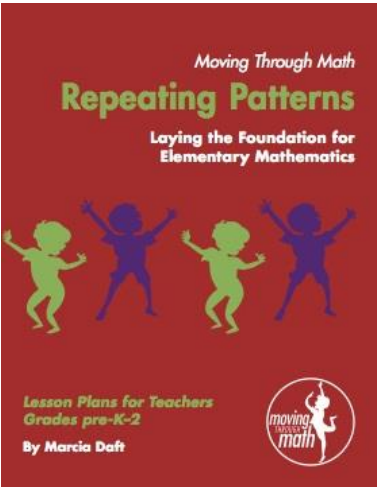
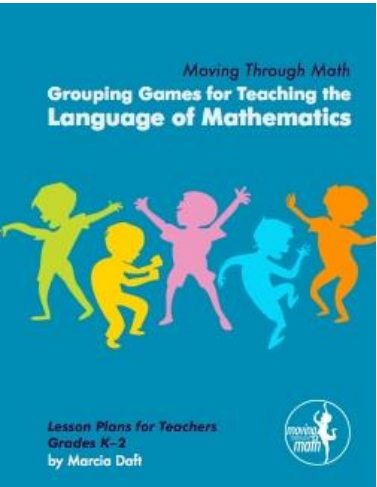




How can young students be the drivers of their own learning?

SAMPLE 2- MOVING THROUGH MATH K-1

Moving Through Math has been successfully piloted in elementary schools throughout the U.S. Research documents dramatic improvements in student performance. Students showed marked increases in interest in mathematics, enjoyment of mathematics, creativity in mathematical thinking, analytical and spatial reasoning, verbal reasoning, and test performance.

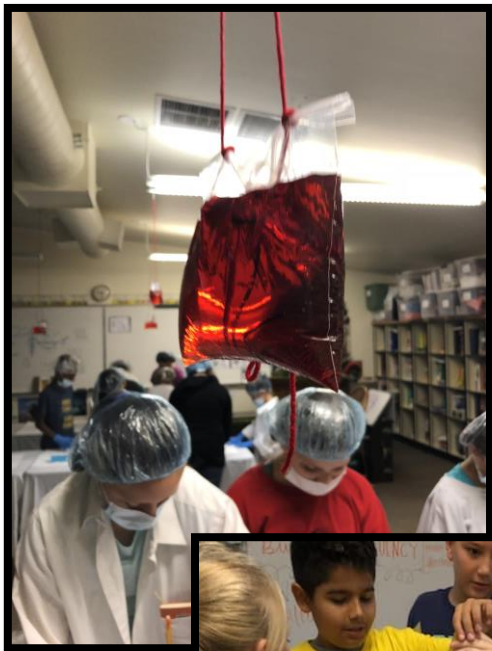




SAMPLE 3- FINANCIAL LITERACY & ENTREPRENEURSHIP 3RD GRADE

- The 3rd grade team is always being progressive in approaches to the arts and challenging students in realistic situations.
- This year the 3rd grade team utilized connections to their math standards, financial literacy ideas, entrepreneurship ideas, and their classroom token economy.
- Kids had to create a product they could sell in a reasonable price and the popularity of their product. They also had to calculate their profit.
- Using their creativity was ideal! The products they made well.. or not so well.. sold or did not sell and in the end, they learned a lot about their business potential.
- Math standards were integrated

MATH 54% Proficiency



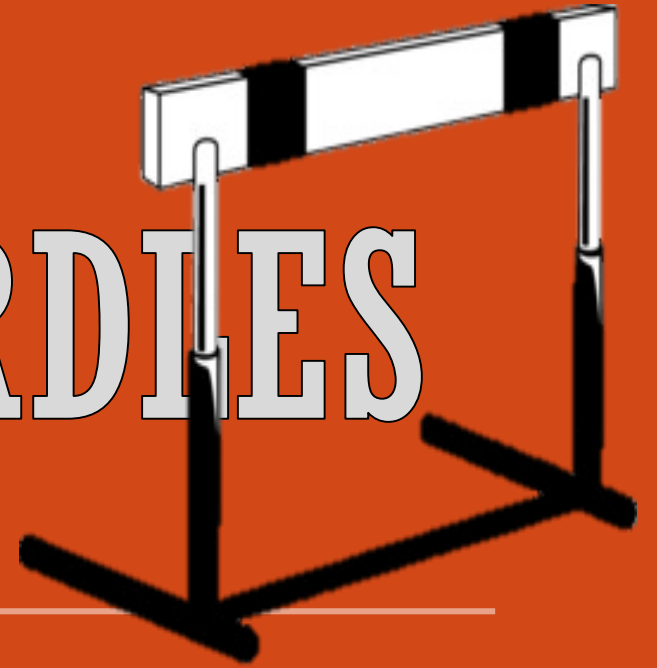
SAMPLE 4- 5TH GRADE

- This grade level team does many engaging moments and offers a great deal of culture of learning within each classroom.
- In the past they have used theater ideas to do an annual Colonial Day event.
- This year they have don some quarterly Theme Based Engagement Activities.
- The idea is that they engage students within a theme of work (construction, pirates, being a medical worker) to solve deep and challenging ELA and Math related work in a very challenging and collaborative way.

ELA 54% Proficiency



POTENTIAL HURDLES



[illegible]

Potential Hurdles

Parental Perceptions

Do the parents really care about the school?

I know and support the school's mission.

Do parents have good relationships with teachers?

Teachers are enthusiastic about teaching

Do parents have any concerns for their child's school experience?

The school offers opportunity for kids to explore opportunities outside the core content areas.

Are parents concerned about “success”.

The school recognizes the students for accomplishments.

Pilot of NO report cards.

I regularly check my child's grades and /or attendance using an on-line resource.

FOOTHILLS	ELEMENTARY	DISTRICT
4.31	4.17	4.16
FOOTHILLS	ELEMENTARY	DISTRICT
4.46	4.24	4.18
FOOTHILLS	ELEMENTARY	DISTRICT
4.39	3.73	3.86
FOOTHILLS	ELEMENTARY	DISTRICT
4.46	4.24	4.18
FOOTHILLS	ELEMENTARY	DISTRICT
3.90	3.92	4.05



Potential Hurdles

Teacher Perceptions

Do teachers have good relationships?

The peers that I work with cooperate with each other to get the job done.

FOOTHILLS	ELEMENTARY	DISTRICT
4.45	4.17	4.16

The peers that I work with care deeply about the quality of their work.

FOOTHILLS	ELEMENTARY	DISTRICT
4.48	4.26	4.21

Do teachers like coming to work?

I feel the amount of work required of me is reasonable.

FOOTHILLS	ELEMENTARY	DISTRICT
3.94	3.60	3.58

Are teachers committed to the schools mission and vision?

I am committed to seeing my school succeed.

FOOTHILLS	ELEMENTARY	DISTRICT
4.91	4.75	4.72

The schools procedures and practices support student achievement.

FOOTHILLS	ELEMENTARY	DISTRICT
4.23	4.06	4.01



Potential Hurdles

Student Perceptions

Do the kids like the arts learning ideas?

The work I do challenges me to think critically.

FOOTHILLS	ELEMENTARY	DISTRICT
4.13	4.04	4.04

My teachers make the subject areas interesting to me.

FOOTHILLS	ELEMENTARY	DISTRICT
3.83	3.76	3.77

Do the kids feel the teachers are good for their success?

My teachers seem to understand how I learn best.

FOOTHILLS	ELEMENTARY	DISTRICT
4.46	4.24	4.18

I set academic goals and track my progress towards those goals.

FOOTHILLS	ELEMENTARY	DISTRICT
3.86	3.79	3.79

Do kids like the school structure? HOUSE, S.O.A.R, Be Kind...

I take pride being a part of my school.

FOOTHILLS	ELEMENTARY	DISTRICT
4.46	4.24	4.18

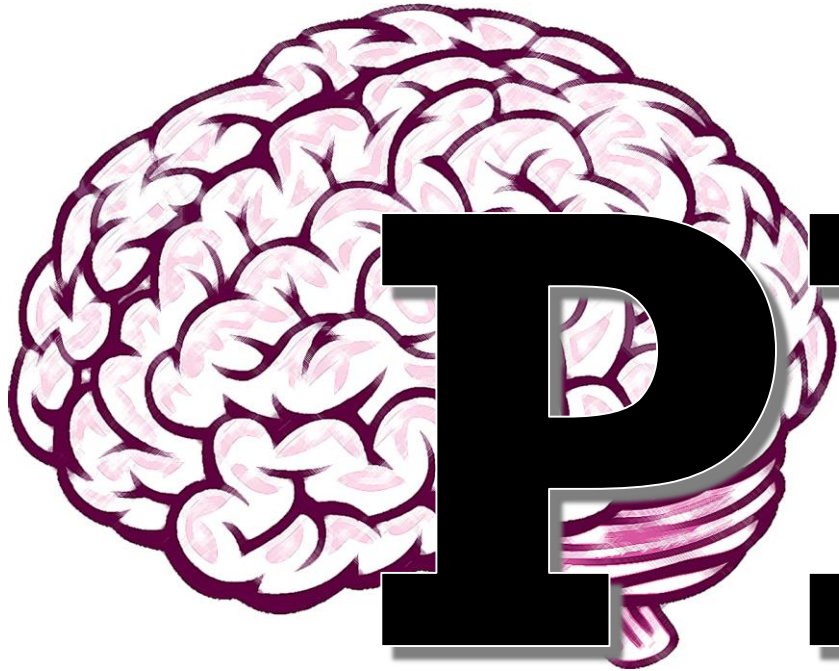


Potential Hurdles

New Staff

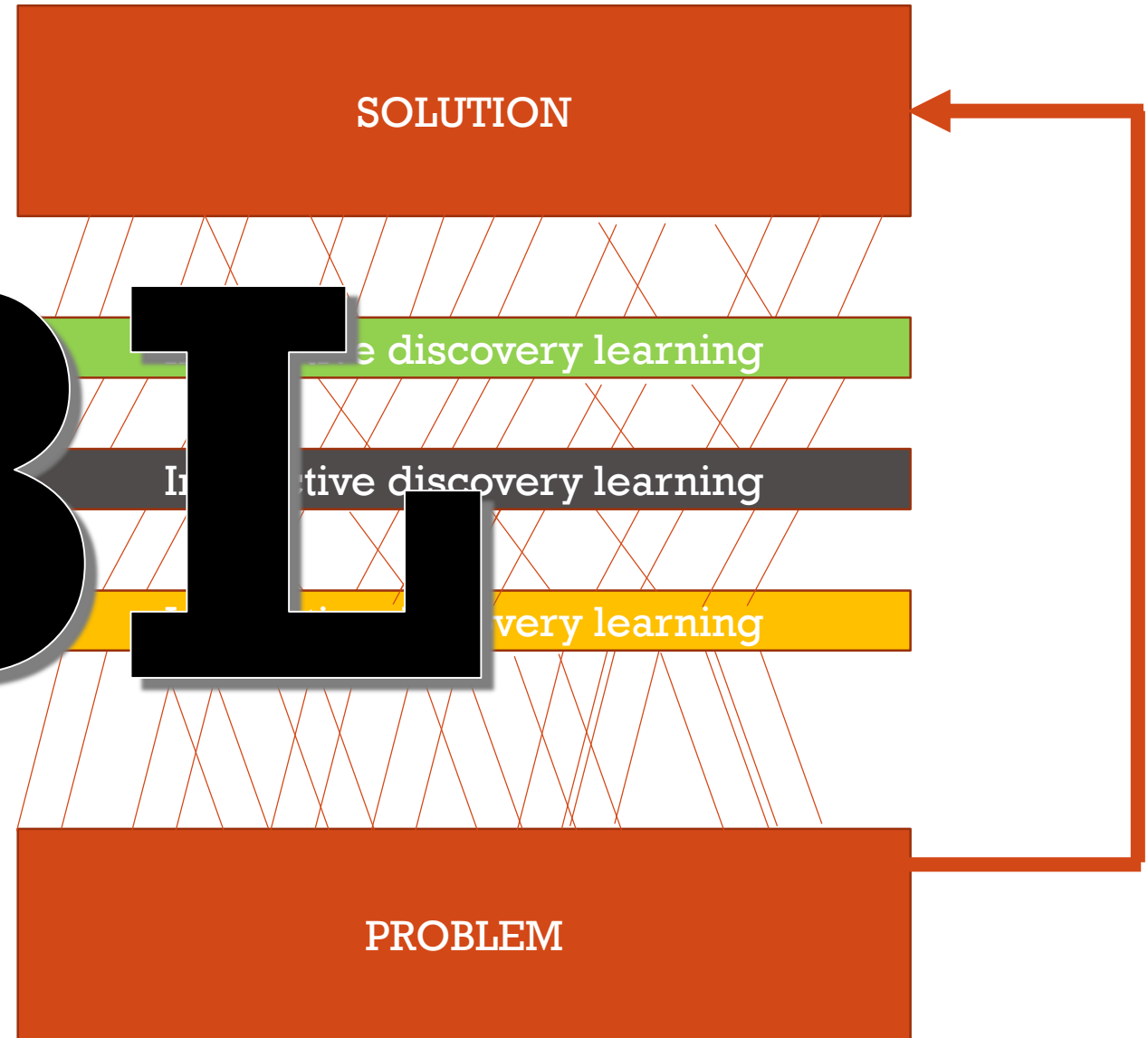


COGNITIVE COMPLEXITY



“...questions remain about whether those teachers and schools that are judged as effective by state standardized tests [and the other measures] are also developing the skills necessary to succeed in the 21st century economy.” (p. 36).

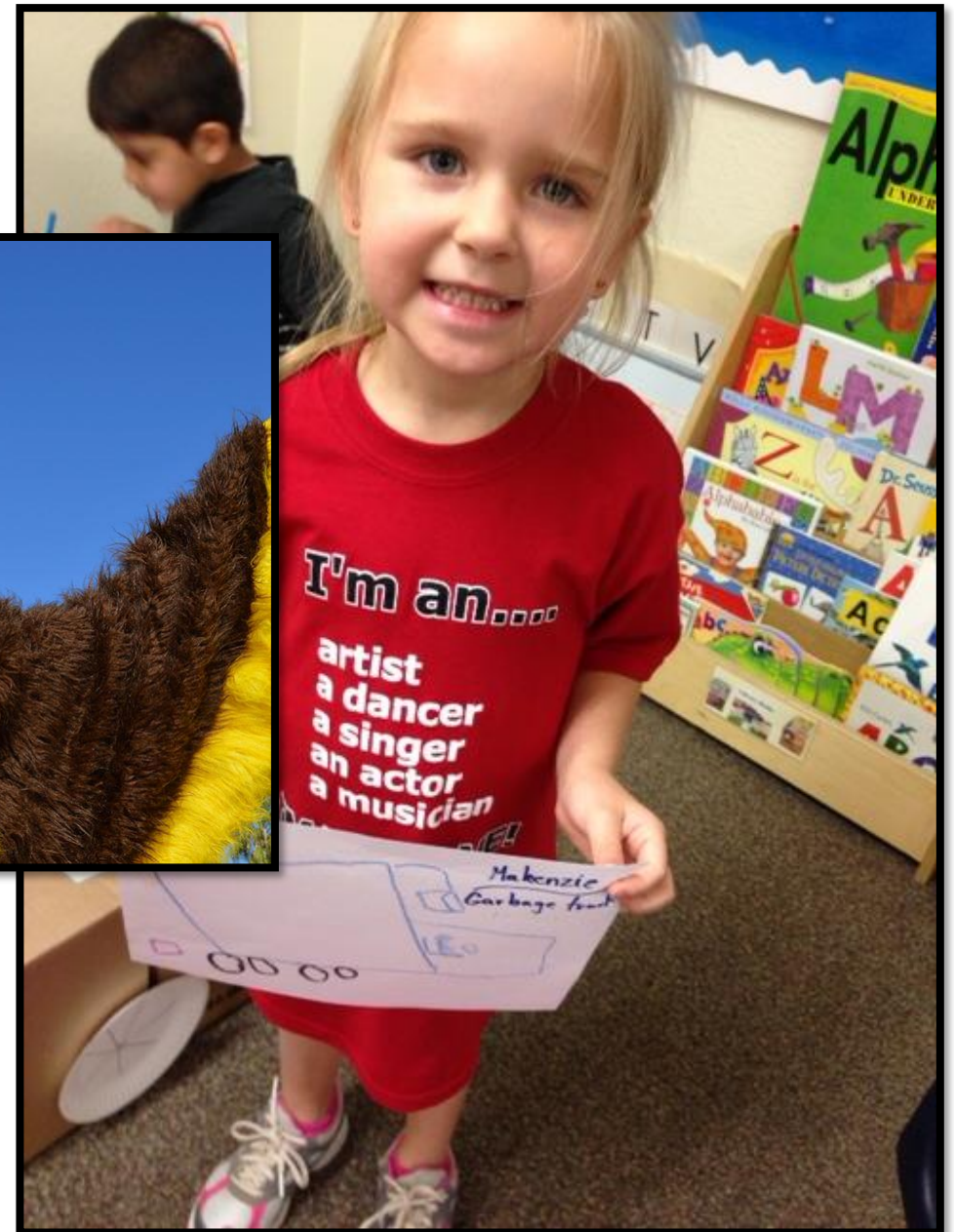
Kraft, M. A., & Grace, S. (2016). Teaching for tomorrow's economy? Teacher effects on complex cognitive skills and social-emotional competencies.



Jensen, E. (2001). *Arts with the brain in mind*. ASCD.



REASONS WHY PK-8 ARTS BASED CAMPUS?

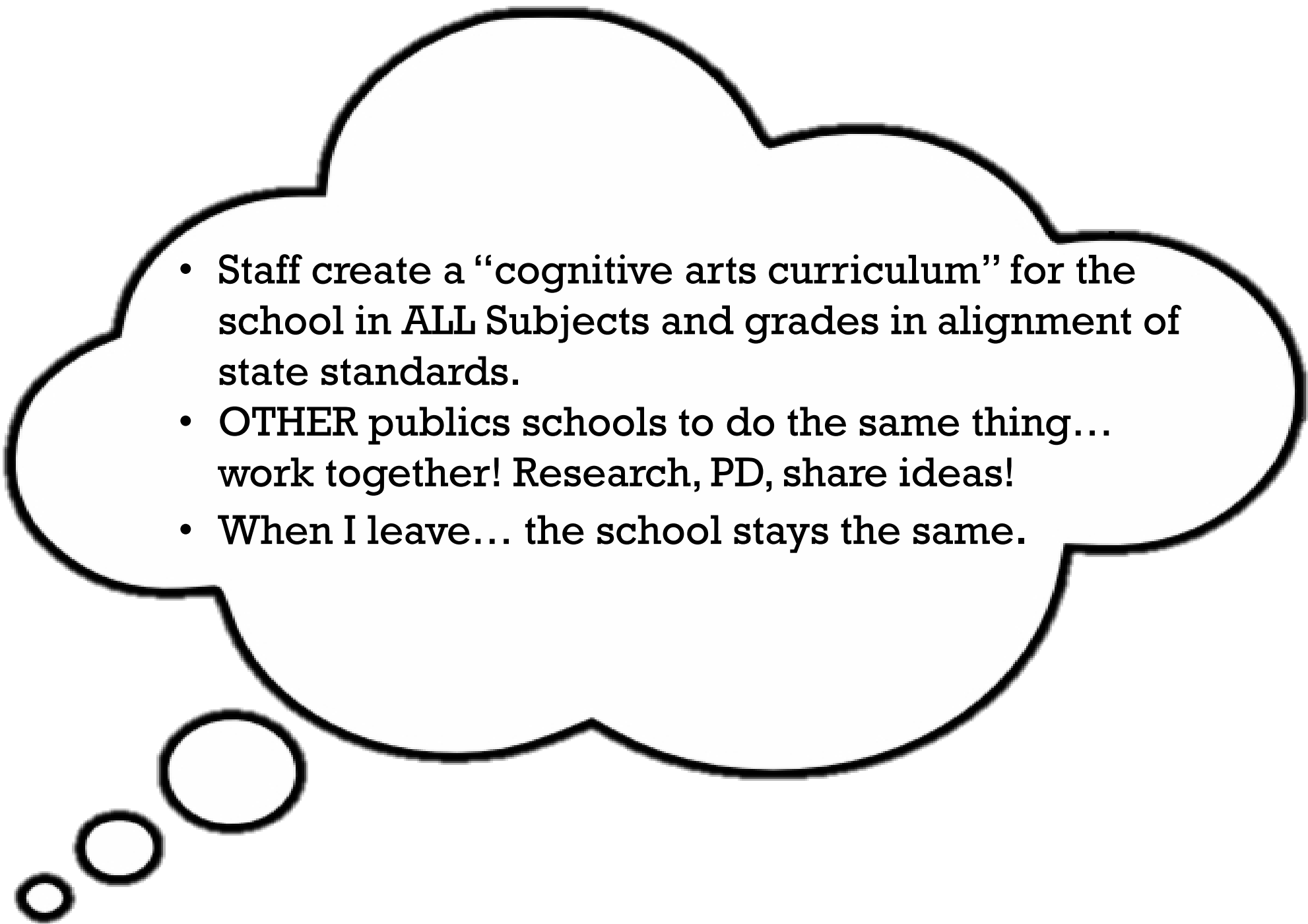


Reasons Why?



HCC
CE
SEW-B
A=QI



- 
- Staff create a “cognitive arts curriculum” for the school in ALL Subjects and grades in alignment of state standards.
 - OTHER public schools to do the same thing... work together! Research, PD, share ideas!
 - When I leave... the school stays the same.





THANK YOU!

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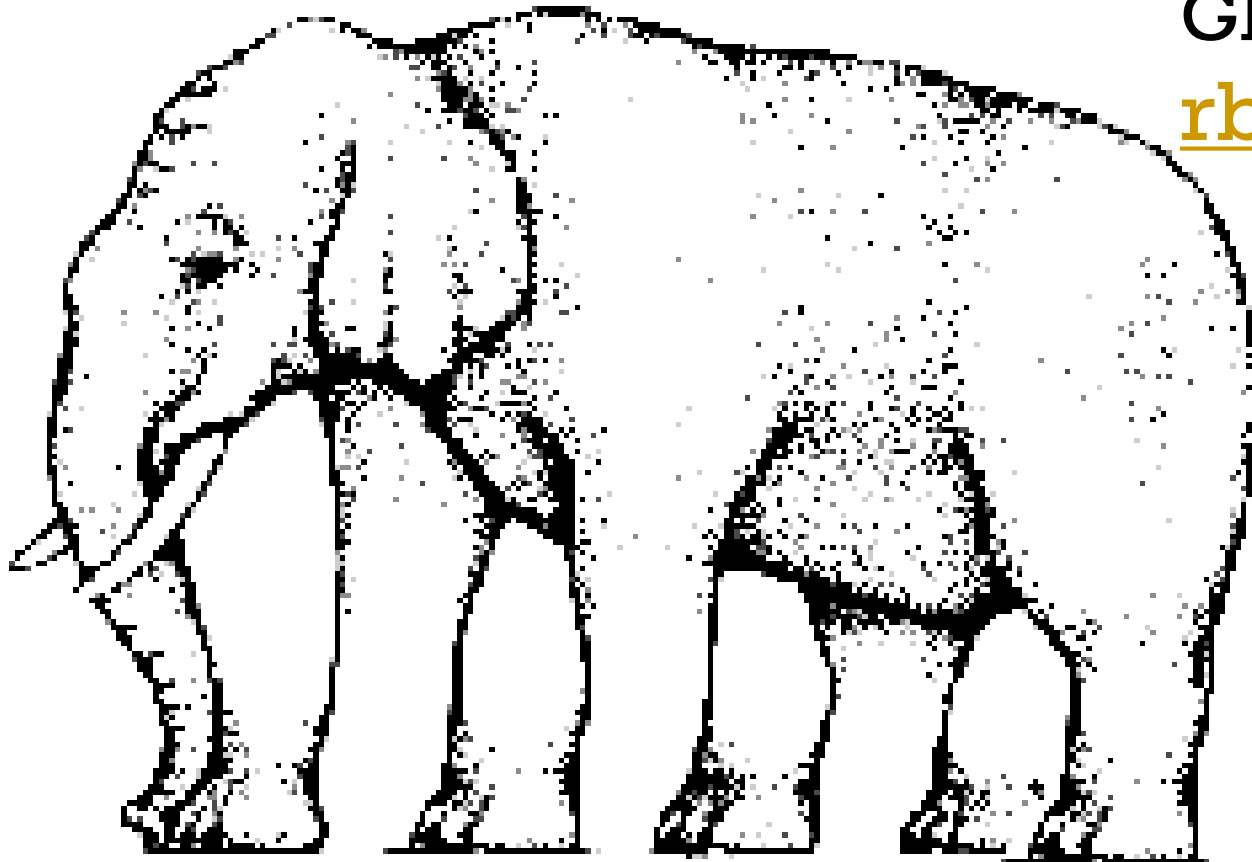


SITE VISIT DAY
Tuesday DEC. 3rd.



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